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DECISION-MAKING STYLE AS A FACTOR IN THE
SELECTION OF TASK-GROUP COORDINATOR

A Thesis

Presented to the
Department of Psychology
and the
Faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by

David E. Morris

December, 1974

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THESIS ACCEPTANCE

Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Master of Arts.

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Acknowledgements

The author is appreciative for the invaluable counsel offered by Drs. Gordon Becker, R. Timothy Stein, Clemm Kessler, and Jack Brilhart, the thesis committee. Special thanks are due Drs. R. Timothy Stein and Gordon Becker for their counsel, direction, and encouragement. The completion of this Master's thesis would not have been possible without their guidance and assistance.

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To date, emergent leadership literature has not clearly indicated what variables influence group members' perception and subsequent selection of a group leader. One approach to the study of this problem has been to analyze group members' verbal behavior to identify empirically behaviors which are more frequent among leaders than non-leaders within a task group. The basic assumption underlying this approach appears to be that a group selects as its leader that individual from the group who most frequently exhibits some specific "leadership behavior(s)." The literature indicates, however, that this approach has been misleading and inconclusive. For example, in an early study in this tradition, task-group members' behaviors were monitored and classified into 53 categories (Carter, Haythorn, Shriner, & Lanzetta, 1950). Appointed and emergent leaders' frequencies of behaviors in the content categories were then compared to the frequencies of follower behaviors. Many differences were apparent, and Carter et al. concluded that both appointed and emergent leaders made more interpretations about the situation and gave more information concerning the conduct of the group's activities than did their fellow group members. Similar leader/nonleader differences were found by Kirscht, Lodahl, and Haire (1959) with the use of slightly different content categories. However, in the most recent study in this tradition, Morris and Hackman (1969) found that the leader/non-leader differences identified through the content analysis

research were actually artifacts of the leaders' overall higher participation rates. The differences virtually disappeared when proportions of group members' statements, rather than frequencies, were compared across categories. Morris and Hackman concluded that "with few exceptions, leaders and nonleaders put the same relative emphasis on the various activities defined by the category method (p. 359)." They stated further that "to a greater extent than was apparent previously, perceived leadership relates simply to overall rate of participation in a group (Morris & Hackman, 1969, p. 359)." Even so, only 66% of Morris and Hackman's subjects who were above average in overall participation were also above average in perceived leadership. Thus, as Morris and Hackman (1969) recognized, the leadership ratings must have been based in part upon behavior independent of, or in addition to, participation rates, but they were unable to identify the relevant behaviors through content analysis.

Stein (1973, 1974) and Stein, Geis, and Damarin (1973) have demonstrated empirically that frequency of participation is not the sole determinant or indicator of leadership emergence. In the first study, (Stein, et al., 1973) subjects were shown videotapes of meetings of small groups. Stein et al. found that "subject-observers" were accurate beyond chance in perceiving different types of leadership rankings of stimulus group members (as obtained from group members' ratings of one another) even when their

accuracy scores were statistically adjusted to eliminate participation rates.

The current approach assumes that for any given task group, the group members make judgments (either explicitly or implicitly) about each other's ability and potential as a leader for the group. As suggested by Hollander (1964), it is presumed that "leadership emergence is dependent not so much upon the man (trait) or given situation as it is upon the perception of the man and what he represents himself to be and to stand for in the context of the already enveloping situation (p. 15)." Since previous attempts to identify the emergent leader by a comparative analysis of leader and non-leader activity had not proven too successful, Stein (1974) has argued that future research should be directed at identifying the information and criteria group members use to select a leader for their group. By showing that subject-observers were accurate beyond chance level in identifying the group member who was ranked highest on various leadership dimensions by his particular group, Stein's research suggests that there is a common set of criteria used to evaluate and select a leader for a specific group. If group members and subject-observers use similar criteria to identify the emergent leader, it follows that the criteria used by group members can be determined empirically by selectively presenting information of a group process to subject-observers. If subject-observers' perceptions of the emergent leader are not effected, it follows

that the independent variable (selective unit of information) is not related to the perception of leadership or to group members' evaluation of leader candidates. Thus, the specific criteria used by subject-observers (group members) to select a leader can be identified by manipulating stimulus group members' behavior along one of a number of possible criteria such that the effect of such changes upon subject-observer leader selection can be empirically examined. The present study varies the expressed preferences of group members on two particular issues in order to assess the criticality of decision-making style preferences on leader selection.

Three hypotheses were examined. First, it was hypothesized that the number of votes subject-observers assign to the highest participant of a task group will be greater when his/her style of decision making is found to be congruent with the decision-making style preference of the majority of the group members than when his/her style is found to be noncongruent. Although some argue that democratic leaders widen the field of group members' influence and participation (Argyris, 1964; Cattell & Stice, 1953; French, 1941; Gebel, 1954; Heslin & Dunphy, 1964; Jennings, 1943; Patchen, 1964; Reid, 1970), there are many situations where a directive or autocratic form of group decision making has been found to be directly related to group productivity, satisfaction, and cohesion (Berkowitz, 1953; Bormann, 1969; Foe, 1957; Haythorn, 1958; Schutz, 1955; Stogdill, 1974;

Tosi, 1973; Yukl, 1971). Even so, the question to be considered here is: Do subject-observers take into consideration group members' decision-making styles (both exhibited and preferred) when they attempt to determine who the task group would select as their leader?

The most direct evidence that group members do take the decision-making style of the group's leader contenders into consideration before selecting a leader comes from the "Minnesota Studies" (Bormann, 1969). Geier (1967) found that of 16 small discussion groups, only two of ten authoritarian group members who were leader contenders within their groups actually emerged as group leaders. On interviewing the group members and examining their diaries, Geier concluded that the other eight members had been rejected because their style was seen as being inappropriate to the situation, the task, and/or the group. In clarifying this conclusion, Geier suggested that only groups which appear to have extremely ineffective members selected an authoritarian leader. This conclusion is tempered by Bormann's suggestion that an authoritarian style may also be preferred when quick decisions are necessary. Indeed, as discussed by the researchers listed above, there are many situations in which an autocratic leader may be preferred by group members.

Yukl's (1971) discrepancy model of subordinate satisfaction also supports the hypothesis. Assuming that group members perceive a certain leadership behavior to be

critical to the group's functioning, Yukl's discrepancy model predicts that subordinate satisfaction with the leader is a function of the discrepancy between the leader's behavior and the behavioral preference of his subordinates. The theory states further that group members will withdraw leadership status from individuals who attempt to exercise nonpreferred styles of decision making. If group members' criteria for making leadership choices can be assumed to be directly related to the factors which lead to satisfaction with that individual once he is functioning as the leader, Yukl's model can be directly applied to the emergent leadership situation.

Recognizing that task-oriented group members are concerned with the degree of decision sharing exercised within their group (Bormann, 1969; Geier, 1967; Hemphill, Siegel, & Westie, 1952; Gibb, 1968; Korten, 1962), Yukl's prediction may be altered to state that leadership choice is a function of the discrepancy between each candidate's style of decision making and the decision-sharing preference of subordinates. Thus, for the current study, it was predicted that a large discrepancy between a task-group's preferred decision-making style and a candidate's style of decision making would reduce the support the candidate would receive for his becoming the coordinator of the group's efforts on the project.

There are two basic components to the above hypothesis--the effect of leader-group member agreement and the effect of leader-group member decision sharing. Since

either component could influence subject-observers' leader selection, it is necessary to examine further the effects of these two variables. The literature cited above suggests that decision-sharing preferences may be critical to leader selection. This effect is proposed by the first hypothesis. The literature on value similarity and interpersonal attraction suggests that simple agreement between group members may also influence group members' and subject-observers' voting behavior. Since this variable would also effect the results of the test of the first hypothesis, it was necessary to establish a control condition such that these two effects could be empirically distinguished. Hence, two additional hypotheses were generated.

The second hypothesis was that the number of votes subject-observers assign to the highest participant will be greater when his/her preference on some issue, which is irrelevant to the group's task, is found to be congruent with the preference of the majority of the group members than when his/her preference is found to be noncongruent. Although most of the research in this area has been correlational and only suggestive, it appears that there is a direct relationship between perceived attitude similarity and interpersonal attraction (Byrne & Clore, 1966; Fensterheim & Tresselt, 1953; Precker, 1952; Smith, 1957; Stogdill, 1974). Following Stogdill's suggestion that "leader-follower congruence in values and objectives tends to facilitate acceptance of the

leader by the group (p. 327)," it was hypothesized that subject-observers would tend to reject as leader the highest participant when his/her values were found to be dissimilar to the rest of the group.

The third hypothesis was that the difference between subject-observers' assigned votes to the highest participant would be greater between the two conditions of decision-making style congruence and noncongruence than between the two conditions of preference on an issue congruence and noncongruence. Decision-making style congruence is predicted to be more critical to leader emergence than the effect brought about by the congruence factor itself. Indeed, an inappropriate style can hinder both task performance and group satisfaction (interpersonal liking) by preventing the efficient utilization of group members' abilities, whereas disagreement on an inconsequential issue should only hinder group member satisfaction (Berkowitz, 1953; Bormann, 1969; Foe, 1957; Haythorn, 1958; Shutz, 1955; Stogdill, 1974; Tosi, 1973; Yukl, 1971). Thus, the style of the leader candidate should be more critical to leader selection since the leader's style of making decisions will determine in part how each group member can contribute to the functioning of the group as well as to group member satisfaction.

In summary, the three hypotheses are as follows:

(I) Decision-making style: The number of votes subject-observers assign to the highest participant of a task group

will be greater when his/her style of decision making is found to be congruent with the decision-making style preference of the majority of the group members than when his/her style is found to be noncongruent. (II) Congruity: The number of votes subject-observers assign to the highest participant will be greater when his/her preference on some issue, which is irrelevant to the group's task, is found to be congruent with the preference of the majority of the group members than when his/her style is found to be noncongruent. (III) Criticality: The difference between subject-observers' assigned votes to the highest participant will be greater between the two conditions of decision-making style congruence and noncongruence than between the two conditions of preference on an issue congruence and noncongruence.

Methods

Subjects

Subjects were 85 male and female volunteers from first and second year undergraduate psychology courses at the University of Nebraska at Omaha. Subjects from these two groups were equally distributed across the experimental conditions.

Stimulus Material

Four script versions of a group's discussion were used as stimulus material. The original transcript of the group process, from which the four stimulus scripts were derived, had been prepared and used by Stein (1974) in prior

research. Literal transcription of the first 20 minutes of two student groups' first meetings, in which each group worked on a social psychology course project, were selected for preliminary study. This preliminary study was conducted to identify which script, if either, would be most suitable for the current study. Subjects were asked to read one of the scripts and to respond to a questionnaire. One question asked subjects to rank order the group members as they would vote for them to be the leader of the group's efforts on the course project. A series of additional questions asked subjects to judge what decision-making style, ranging from autocratic to democratic, each group member would exercise if he/she were selected as the group's leader. Tannenbaum and Schmidt's (1958, 1973) proposed continuum of decision-sharing behavior was used as a reference scale for this task. Their decision-sharing continuum uses a seven point scale of decision-making styles which ranges from autocratic to democratic procedures for reaching decisions. The seven styles differ only in the extent to which the leader (boss) and group members (subordinates) share in the decision-making process. For example, on the autocratic side, the leader is not open to input from the group members. On the democratic side, the leader and group members jointly reach decisions. Five levels of decision-sharing activity were specified between these two extremes.

The preliminary study indicated that the selected script had two main points of strength. First, the highest participant Betty was a strong but not overwhelming leader candidate. Thus, it was reasoned that her leadership status could be increased or decreased by manipulation of the amount of group member support demonstrated. Second, the group contained two strongly rated alternative leader candidates: Ruth, perceived as being slightly democratic and Donna, perceived as being slightly autocratic. This was important in that if support for the highest participant, Betty, was to be lessened due to an inappropriate decision-making style, another group member with the appropriate style had to be seen by subjects as a viable alternative. In order to show that a leader candidate loses support when he/she exercises an inappropriate style of reaching decisions, a second leader candidate, one who exercises the group's preferred decision-making style, must be available.

Four script versions were written to conform to the experimental design illustrated in Figure 1. The importance of two separate issues to leader selection was examined; decision-making style preferences and two types of class testing preferences. These two issues formed Factor I (Relevance of issue) of Figure 1. Factor II (Degree of Congruity) was formed by group members' and Betty's (the highest participant) congruence or noncongruence on the issue being considered. For example, in scripts I and II, group members' preference statements focused upon the style of decision

making the group should adopt. Here, the highest participant, Betty, and one of the alternative candidates, Donna, were both characterized as preferring an autocratic style of reaching decisions while the other alternative candidate, Ruth, showed preference for a democratic style of reaching decisions. In script I, the five group members expressed a preference for an autocratic style of decision making for the group. Hence, the highest participant and the majority of the group members were congruent on style. In script II, the five group members were made to prefer a democratic style. Thus, they were non-congruent with the highest participant.

An autocratic style was attributed to the highest participant, Betty, in scripts I and II so as to maximize the potential role conflict caused by selecting a leader with a leadership style nonpreferred by group members. A democratically prone leader could easily acquiesce to the group's desire that she be the decision maker if they were to charge her with that responsibility through a majority vote. However, if the group were to elect, for whatever reasons, a member who had stated that she felt that the leader should make the group's decisions, the group would have to work out an obvious role conflict if the members desired to continue to have power in decision making.

Scripts III and IV were formed by replacing the decision-making style preference statements of scripts I and II with class testing preference statements. For example,

(Congruent) (Noncongruent)

(Decision-making style preferences)	<u>Script I</u> Betty: Autocratic Majority: Autocratic	<u>Script II</u> Betty: Autocratic Majority: Democratic
	<u>Script III</u> Betty: Multiple Choice Majority: Multiple Choice	<u>Script IV</u> Betty: Multiple Choice Majority: Essay

Figure 1. Four script conditions of the experimental design.

Betty's and Donna's autocratic preference statements of scripts I and II were replaced with multiple choice test preference statements so as to form scripts III and IV. Similarly, Ruth's democratic statements were replaced with essay test preference statements. The five group members' statements were also changed. Group members showed preference for multiple choice tests in script III and showed essay test preference in script IV.

The following excerpt illustrates the differences in the four scripts. Linda is one of the five majority group members and her statements below are characteristic of the position taken by them in each condition:

Condition I (Autocratic majority preference):

Ruth: Yes, let's do that, (laughter) and then we can all vote on one of the suggestions next week.

(Pause)

Betty: Well, like I said before, I want a leader to decide the topic for the group. Uh, my idea for a topic was conformity on the student level.

Linda: Yeah, I'd like to do something like that, too. But I'd like for a, uh, for a leader to decide the group project.

Donna: Yes, so would I. I'd like to have a leader make the decisions and then coordinate our work on the project.

Condition II (Democratic majority preference);

Ruth: Yes, let's do that, (laughter) and then we can all

vote on one of the suggestions next week.

(Pause)

Betty: Well, like I said before, I want a leader to decide the topic for the group. Uh, my idea for a topic was conformity on the student level.

Linda: Yeah, I'd like to do something like that too. Maybe we can see if, uh, if the group wants to vote on that.

Donna: I wouldn't. I'd like to have a leader make the decisions and then coordinate our work on the project.

Condition III (Majority preference for multiple choice):

Ruth: Yes, let's do that, (laughter) and then we can talk about having essay tests next week.

(Pause)

Betty: Well, like I said before, I want multiple choice tests. Uh, my idea for a topic was conformity on the student level.

Linda: Yeah, I'd like to do something like that, too. And, I'd like to have multiple choice questions on the tests.

Donna: Yes, so would I. If you miss one essay question, you lose a lot more points than if you miss one multiple choice question.

Condition IV (Majority preference for essay tests):

Ruth: Yes, let's do that, (laughter) and then we can talk about having essay tests next week.

(Pause)

Betty: Well, like I said before, I want multiple choice tests. Uh, my idea for a topic was conformity on the student level.

Linda: Yeah, I'd like to do something like that, too. But, I'd like to have essay questions on the tests.

Donna: I wouldn't. If you miss one essay question, you lose a lot more points than if you miss one multiple choice question.

The four script conditions were identical except for the types of preference statements attributed to group members. These changes effected only slightly the number of words spoken by each group member in each script. Counting each nonfluency as a word, the word count for Betty, the highest participant, was 721 for scripts I and II and 716 for scripts III and IV. The second highest participant, Joan, was one of the five majority group members. Her word counts were 509, 506, 505 and 505. The total number of words spoken by Donna were 383 for scripts I and II and 387 for scripts III and IV. The other alternative candidate, Ruth, spoke 200 words in all conditions.

Procedure

The main study was described to subjects as being a perceptual task. Four groups of approximately 20 students each were given the following introduction:

The purpose of this study is to determine your perceptions of a group of students as they function within

their group. You will be reading a transcript of a student group's first meeting. The objective of the group was to complete a research project for a social psychology course. This particular group you will be reading about was one of several which was formed by having students suggest areas of interest and then assemble into the appropriate groups to work on their selected topics. Group members did not know one another when the group was formed.

Your task will be to read the script (which is typed like a script for a play) and then respond to a number of questions concerning your perceptions of each group member and each group member's activity. Specifically, I'm interested in seeing if you can perceive, or make an accurate judgment of, who each group member would vote for if they were asked to select a leader for their group. So, when you read the script, try to determine who would vote for whom to be the leader for their group. Keep in mind that this leader would coordinate the group's efforts on their particular project.

The first section of the experimental questionnaire, which asked subjects to identify who each group member would vote for as leader of the group's efforts on the research project, was reviewed with subjects prior to their reading of one of the scripts. This was done so as to emphasize the importance of looking for cues to emergent leadership. Subjects were instructed not to mark the questionnaire until

they had read the entire script through once. Also, subjects were encouraged to review the scripts before marking the questionnaire if they had any doubt about whom each group member would vote for.

Subjects were instructed to read the script at a moderate rate and with full concentration. They were also encouraged to take notes as they read the script.

After the first section of the questionnaire had been completed by a given subject, it was collected and a second section was given to the subject to be completed. This second section asked subjects to indicate the preference that they perceived each group member held on the issue in question. The instructions accompanying this section also emphasized the importance of reviewing the script in order to make accurate judgments for each group member. Subjects reading either script III or IV were asked to indicate whether each group member preferred to have multiple choice or essay tests in their social psychology course. In addition to section II of the questionnaire, condition I and II subjects were also asked to identify the style of decision making (i.e., autocratic or democratic) exercised by Betty, Donna, and Ruth.

Measures

The dependent measure was the mean number of votes subject-observers assigned to Betty, the highest participant. Subjects were asked to identify who they felt each of the

eight group members would vote for to be the group's leader. Thus, no group member could be assigned more than eight votes by any given subject.

Results

A screening procedure was used to eliminate those subjects who did not conscientiously follow the experimental procedure. Since each group members' preference statements were thought to be clearly perceptible in the scripts, those subjects who incorrectly identified Betty's style of decision making in scripts I and II, or her preferred type of class testing in scripts III and IV, were eliminated from the analysis. Subjects who incorrectly identified the preferences of more than two group members who were in congruence with the group's majority position, excluding Betty, were also eliminated.

Of the 85 subjects tested, only 54 (63.5%) satisfied these criteria. Subjects who read one of the two scripts pertaining to decision-making style preferences had the most difficulty. Only 14 of 30 subjects (46.7%) in condition I and 12 of 21 subjects (57.1%) in condition II passed the criteria. Of the 17 subjects tested in condition III, 14 (82.4%) passed the criteria and condition IV subjects responded with similar accuracy; 14 of 17 (82.4%) met the criteria. The smaller acceptance ratios for conditions I and II can be partially explained in terms of the experimental conditions themselves. In script I, seven of the eight group members, including Betty, wanted a group leader to be appointed by

the teaching assistant. The appointed leader was then to be assigned the role of making all future decisions for the group. Their discussion, however, followed a democratic process. In short, the group was trying to democratically adopt an autocratic decision-making process. Post experimental discussions with subjects revealed that this anomaly created confusion for some of the subjects when trying to identify group members' preferred decision-making style. Similar confusion existed for condition II. This anomaly was less severe, however, since only two of the group members, including Betty, argued in favor of having an autocratic leader. Since conditions III and IV involved group members' preferences for essay or multiple choice tests, subjects were not as confused by these contradictory cues to leadership style.

The mean number of votes subjects in each condition assigned to Betty are shown in Table I. The t values showing the significance of the differences between scripts I and II, and between scripts III and IV are also given.

The hypothesis that the number of votes subject-observers assign to the highest participant of a task group will be greater when her style of decision making is found to be congruent with the decision-making style preference of the majority of the group members was supported by the results. The mean difference in the number of votes assigned to Betty between conditions I (mean of 3.79) and II (mean of 1.42) has a probability level of less than .001.

Table I

Mean Number of Votes Assigned to Betty

Script I	Script II	I vs II t value	Script III	Script IV	III vs IV t value
3.79	1.42	4.29**	2.93	2.07	1.17
(N= 14)	(N= 12)		(N= 14)	(N= 14)	

**p < .001

The probability of the mean difference in the number of votes assigned to Betty between conditions III (mean of 2.93) and IV (mean of 2.07) is not statistically significant. Even though Betty was assigned more votes under the agreement condition than under the nonagreement condition, the second hypothesis was not supported.

The third hypothesis predicted that the difference in the number of votes for group leader would be greater between the two decision-making style preference conditions as compared to the test issue preference conditions. Since it was concluded that the difference in voting behavior on the decision-making style issue was significant, it follows that congruence/noncongruence on decision-making style exerts more influence on leader selection than agreement/disagreement on a less relevant issue. Moreover, this conclusion is further born out by comparing the mean votes cast in the decision-making style versus test issue conditions: Betty received more votes in the decision-making style congruent condition than in the test issue congruent condition and Betty received less votes in the incongruent decision-making style condition compared to the incongruent testing issue condition.

Discussion

The results clearly indicate that group members' degree of participation is not the sole determinant of leadership emergence. When the highest participant's style of decision making was congruent with the group's majority style

preference (script I), subject-observers identified her as being the top leader candidate of the group. But when the highest participant's style was noncongruent with group's majority preference (script II), subject-observers assigned significantly less votes to her. This raises question to the relative importance of participation and decision-making style to leader selection. The results suggest that decision-making style exerts a greater effect on leader selection than participation. For example, as shown by Table II, the effect of decision-making style noncongruence between group members and Betty, the highest participant, was strong enough to cause subject observers to assign more votes to Ruth, the fourth highest participant. The comparison of Betty's, Ruth's, and Donna's participation rates, match on each issue with the majority of the group members, and mean number of votes received clearly indicates that subject-observers were using decision-making style as a criterion for leader selection and that decision-making style noncongruence can negate the effects of participation.

Stein and Morris (1974) conducted a more extensive analysis of the data using less stringent criteria for the inclusion of subjects in their statistical tests. The results are essentially the same as they are reported in this thesis even though some of the subjects included in their analysis misperceived the stated positions of the leaders.

TABLE II

Comparison of Effects of Participation Rates and Match
on Each Issue to Leader Selection

	Word Count	Participation Rank	Match with Majority	Mean Votes Received
Script I:				
Betty	721	1	Congruent	3.79
Ruth	200	4	Noncongruent	1.00
Donna	383	3	Congruent	1.71
Script II:				
Betty	721	1	Noncongruent	1.42
Ruth	200	4	Congruent	3.00
Donna	383	3	Noncongruent	1.67
Script III:				
Betty	716	1	Congruent	2.93
Ruth	200	4	Noncongruent	1.36
Donna	387	3	Congruent	1.93
Script IV:				
Betty	716	1	Noncongruent	2.07
Ruth	200	4	Congruent	2.23
Donna	387	3	Noncongruent	0.93

In summary, decision-making style congruence was found in the current study to be more critical to leader emergence than the effect brought about by Betty's and the group members' congruence on the issue of class testing. This suggests that subject-observers do take into consideration the decision-making style match between the group's leader contenders and the rest of the group in order to identify a leader for the group. Although the results of the current study are based upon perceptions and attitudes of subject-observers, the literature suggests that the results can be generalized to the voting behavior of group members. If subject-observers and group members do use the same or similar criteria to select a leader, as suggested by Stein et al. (1973), then it may be concluded that group members do take into serious consideration the compatibility of group members decision-making styles when trying to identify a leader.

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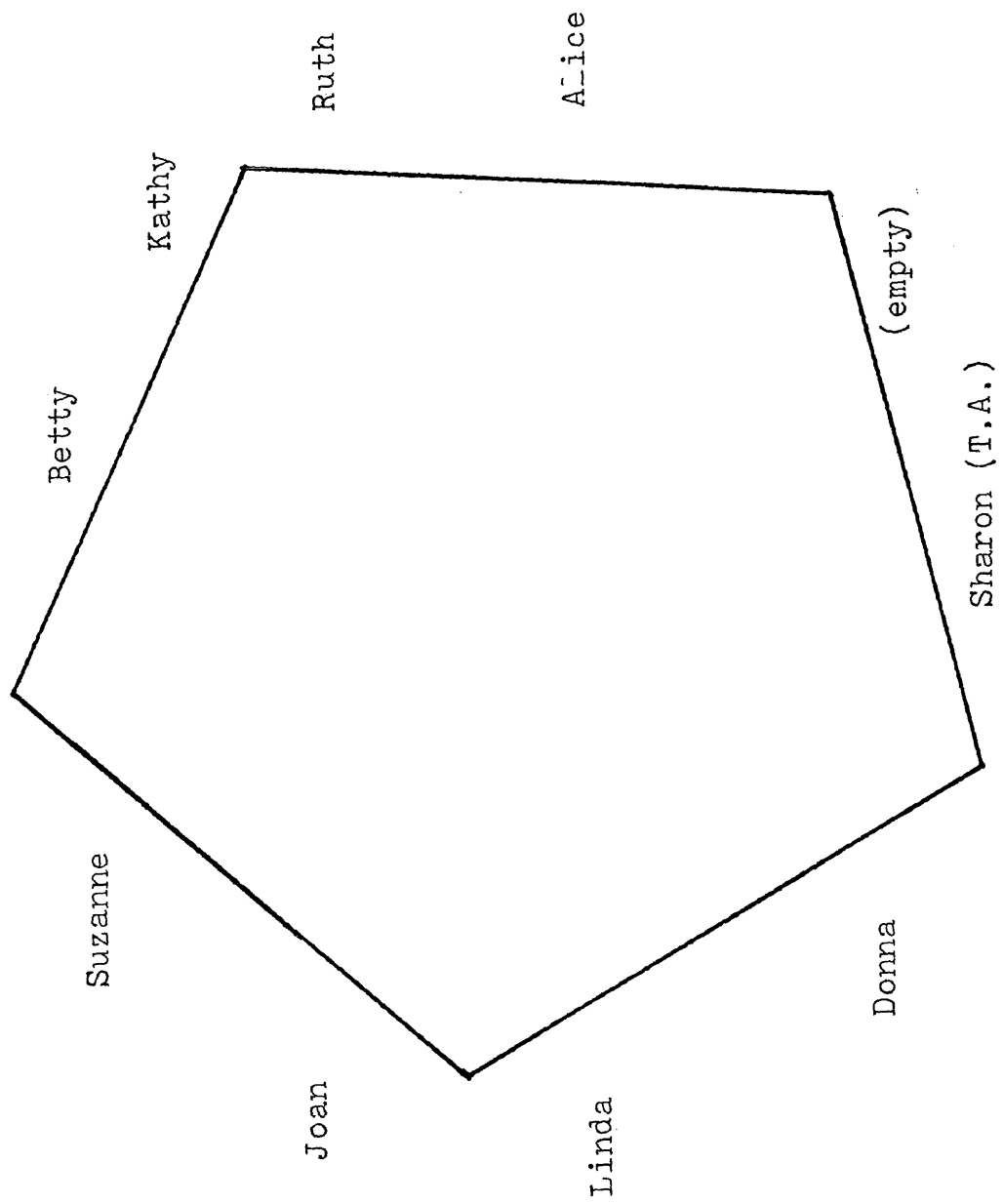
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Appendix A

Seating Chart of Stimulus Group Members.

Group Studying CONFORMITY
First Meeting



Appendix B

Script I

(Condition I)

Transcript of Group Studying Conformity
First Meeting

Sharon (Teaching Assistant): O.K., I guess a good place to start would be just to review for everybody the purpose of the group. As you probably recall from class, you're just given the job of working out some sort of group project in social psychology, and it's really a very general, very vague thing. And it was deliberately done like that to provide you a lot of room to really pursue your own interests, and work something out as a group; and do whatever you would like. So there's absolutely no stipulations in terms of, of what kind of project can be done. It's really a very general thing, except that the whole group is supposed to end up at the end of the semester with a project. My role, as I see it, is one of being an advisor to you. But it's your group and you decide what your gonna study and how your gonna study it. It's your project. And I'm sort of here, uh, to be called upon when you need me. How a leader is, uh, selected for this group, and the role she plays is, uh, up to you. I don't know what you want to do to get started. Uh. Possibly you would -- you might want some sort of introduction or something. Um, you know, so that you would know a little bit about each other so you could start to talk to one another and, uh, it might help in communicating and working on the project and stuff. So I'd sorta throw that out as a suggestion which you can - you can take or not take; and uh, it's your group. So, whatever you'd like to do to - to begin, go ahead (laughs).

Alice: I'm Alice Hunter, I'm a senior Psych major.

(Pause)

Ruth: We just go around and introduce ourselves? O.K., Ruth Quintal, I'm an art major, junior.

Kathy: I'm Kathy Smith, I'm a sophomore, and I don't know my major yet, probably psychology.

Betty: I won't say, my last name, 'cause it's too hard -- Betty. I'm a junior Soc major.

Sue: I'm Suzanne Simmons. I'm a sophomore Soc major.

Joan: I'm Joan Hietnen and I'm in El. Ed., sophomore.

Linda: I'm Linda Trincia, uh, I might be in psychology, I'm a junior.

Donna: Donna Casey; I'm a philosophy major. (pause) Well, I'd like us to keep it going and indicate why, we're interested in conformity; why we chose conformity as a topic.

Ruth: You want to start? (laughter)

Donna: Yeah, uh, one of the, important, uh, topics, in philisophy of science is the degree to which scientists conform to what's expected of them. Uh. And there some curious things emerge. For example, there are indications that what scientists perceive, uh, not what they understand, but what they actually perceive, essentially, is dependent on what they expect to perceive; and that this is, evident in the literature. Uh, for example, when a prediction is made, the example is often given of the discovery of Uranus, that, in the observations previous to the prediction of the existence of such a planet, uh, there's no indication that anyone ever saw it. There's no reason why they didn't see it. But there were, instruments available, and it should've been perfectly obvious. But, once the prediction was made that it should be there, suddenly everyone started seeing it, and I'm interested in seeing how this sort of thing could possibly work, both as regards the person and as regards the scientific community. So, that's my initial interest in conformity.

(Pause)

Alice: Uh, I pass. (laughter)

Sue: I think I have to say that, my main reason for being in this group is I was more interested in conformity than in anything else that was up on the board. (laughter) That's about the only thing I could say. (laughter)

Linda: I chose something else and got put in conformity. (laughter)

(Pause)

Sharon: (T.A.): Don't look to me. (laughter) If you want to speak, go ahead.

Betty: O.K. Well, the reason why I chose conformity was because, I'm interested in why people - people my age, students, uh, dorm residents, fall into certain stereotypes, uh, like a typical fraternity guy, a typical sportsman, a typical sorority girl. Because I see a lot of this going on with the friends I know -- the kids I know. They just fall into certain types of people, and you can almost predict what kind of conversations they're gonna have, and, their attitudes towards certain things. I'm just interested in seeing what makes a person fall into a certain kind of, category.

(Long Pause)

Sharon (T.A.): All right, so we have the topic of conformity. (laughter) Now what? You don't - you don't have to stay with that as a topic. Maybe I should've mentioned that. Uh, just because people expressed an interest in that doesn't mean, you know, that you have to, take the topic of conformity. As I said, it's the group's project and, if you want to do a project on anything, you can do a project on it.

Joan: That means we have to cut down...

Sharon (T.A.): Pardon?

Joan: We have to, specify - to get more specific, in the, uh, conformity line, because how can we do a project, you know we can't just, say, everybody go out and read on conformity and come back and try to share ideas. We're gonna have to somehow, organize it so that we all get one small part of it. But I don't even know what, you know, is encompassed in conformity. I don't know enough - enough about it. That's why I'd like the person who knows the most about it, uh, to decide the topic. Uh, and then that person can tell us what to do.

Betty: Um, couldn't each of us make a list of the things that we are interested in, in regards to conformity, and to what level we want to study with it -- the students, faculty, doesn't have to be limited to the university, could be anything else. And if Sharon would appoint a leader by next week to, ah, coordinate our work, well then she could decide. You know, we could mention our ideas and then the appointed leader could just limit it down to one thing, that we can start studying.

Ruth: Mmm, I disagree with part of that! My feelings are that we should all have an equal say in making the decision, in deciding on what to work on. I think we should make decisions by a democratic process. Listing ideas is fine, but now what do we do for 40 more minutes?

Linda: Split.
(Laughter)

Ruth: We all go home and make a list? (laughter)

Donna: Well, I think someone, uh like a leader, should decide. It would slow the group down if we kept talking about it, uh, until all of us agreed. It would be better if an appointed leader just decided.

Kathy: Yeah, I agree. I'm willing to do whatever the leader decides.
(Pause)

Sharon (T.A.): What was your suggestion again?

Betty: Well, it'll have to be narrowed down to one thing. We're gonna do it on conformity, I mean there's so many aspects of it.

Linda: What about - what about, something like deviations from conformity when it's O.K. to deviate from the norm? And like it's not O.K. to drink, but like on New Year's Eve, it's O.K.; you know, according to our society, or something like that. Like, um, er, something about sex, like honeymoons, its stuff like that. Deviations from the norm. (laughter)

Joan: But what kind of deviations?

Linda: Well, uh, hard to say. Ah, never mind. That's kind of ...

Joan: I know what you're thinking. We'll just let it go.

Linda: But you know what I mean. (laughs)

Betty: Well it could be anything, I mean, we could work with any kind of deviations.

Linda: I'd like to do something about that. When it's O.K. to deviate from the norm; instead of everybody conforms.

Donna: But we have to understand conformity before, we, study deviations.

Joan: Why do people conform?

Donna: In oth- in other words, we have to understand something about conformity, before we can understand anything about deviation. (pause) At least a little bit, we don't have to be exhausting.

Linda: Yeah.

(Long pause)

Sharon (T.A.): What're we going to do about, uh, Betty's suggestion of making a list? Uh, maybe we can get more ideas now, er, or make some sort of use of the time so that you don't lose a whole week in working on the project.

Ruth: Yes, let's do that, (laughter) and then we can all vote on one of the suggestions next week.

(Pause)

Betty: Well, like I said before, I want a leader to decide the topic for the group. Uh, my idea for a topic was conformity on the student level.

Linda: Yeah, I'd like to do something like that, too. But, I'd like for a, uh, for a leader to decide the group project.

Donna: Yes, so would I. I'd like to have a leader make the decisions and then coordinate our work on the project.

(Pause)

Ruth: I was wondering, Betty; would you be interested in going out and, talking to people, questionnaires, or something?

Betty: Talking to people, (pause) uh, yes! (pause) I mean, There's a great pressure in any - in any group, and especially in college. I mean this is the thing I'm closest to, so that I can't really say that about anything else, but, you know, of girls who go out and buy certain kinds of clothing; certain brands; to be seen with certain types of people; to get that fraternity guy; to make sure you go to all the- the parties you can; to drink the Bud, you know, just the socially accepted beer on campus, I think. Things like that.

Donna: Don't you like fraternities?

Betty: Oh, I love fraternities, (Donna: Uh-huh.) I mean, you know; but I think this is especially true of freshmen, who come to college, with all these ideas that you gotta get, uh, into the open houses with the fraternities and go to see all the football games. Eventually you get pinned, or something like that. (pause) That's just an idea. There's a lot of other things that - that fall into that category.

(Pause)

Ruth: Do you live on the east side of campus or on the west side? (laughs) It's really different over there. (laughs)

Betty: Well this is just what I've seen, through my eyes. And, you know, maybe I'm being narrow-minded to the kind of people there are on campus; this is just, what I see. No, I'm from the east side. (laughs)

Ruth: No, I don't see that, because very few of my friends want to get pinned, you know; very few go to fraternity parties.

Betty: Well, my closest friends, I mean, don't have that many, I have a lot of acquaintances, but friends, it's different, I think they sort of feel like I do, that it's, you know, we just don't place that great a value on - on certain things, and a lot of kids do. I don't know, what other - what other kinds of activities could you cite?

Sue: Well, different people place, values on different things, like, I know lots of my friends wouldn't be caught dead with a fraternity guy, and wouldn't -- and didn't -- haven't gone to a football game for three years, and stuff like that. But, (Betty: Well, maybe.) you know, it's just different people.

Betty: For a project, or through some kind of interview, survey, or, questionnaire, we could find out what are the things that college kids do. You know, conform to, or things they want to conform to.

Ruth: Maybe the things we - we think they are conforming to don't really hold for the majority of people. (Betty: Well...) That could be...

Betty: We could find out. See, like - like I said, I'm just seeing from my own viewpoint, and might not necessarily be yours or somebody else's, but, I'm just interested in finding out, if that's really true or I'm just blind to it.

(Pause)

Joan: Mmm, seems like, um, you're taking the college population of students too much at large, and a -- you just can't say that they're all conforming to that. I think conformity is more within small groups.

Betty: I'm limited myself to...

Joan: Right, to your experiences. But like she just said, her friends are, uh, different, so I think the conformity is -- no offense or anything -- the conformity is within smaller groups, and you're conforming to, you know, like maybe your friends, a lot of them wouldn't go out with a fraternity man. Well in that sense, they're conforming within their group, but not, you know, the population at large. So, I just don't think you can say the campus population; you're going to have to break it down a lot more, into smaller, groups.

Betty: I've just got an idea. Do you think that there is a difference between the types of people that live in different areas, of campus; 'cause you asked me if I lived in the east or the west, and I was just wondering, do you think that's true? Like, (Joan: Well...) kids on north campus, in the older dorms, or the kids at West.

Joan: Well, West is becoming, almost completely hippie; and I'm sure by my senior year I'll move out, because it just really creates, an undesirable environment. I mean, you can't even sit in the lounge with your pinmate, because there's so many in there; and they're so loud, and this - you know, this whole thing where they're just taking over, I mean it's just becoming known. Like Rodney F, the majority of them look more like girls than boys. Now I'm not, I'm not, putting it down, I mean I have some nice hippie friends, you know, guys with hair longer than mine, and they're really nice guys, I mean, I really like them, but (laughs) when they get all together in the lounges, it's not as nice. Now I'm not saying that the lounges are nicer on the east side, and the straight, quote straight, people aren't

as noisy and the whole but, but it's just that it's really becoming overpopulated with one type of people. So, that's, you know, there I think there's a difference... Especially Dickinson, my girlfriend flunked out of there. And, I kept telling her to get out, because they're almost all freshman, and you have to have combinations of the different classes, otherwise, you just can't study, and she didn't. So, I think there's a difference, in where you live, or the dorms, you know, these different dorms.

Ruth: If we go into this area, I'm just trying to remember about Donna. You don't live on campus.

Linda: I was just going to say that. She's interested in scientists.

Ruth: Yeah. Will you be able to understand, (laughs) you know, not living here, and - and just...

Donna: I - I know - I-I don't see why I couldn't. Uh, because I'm interested in conformity in science doesn't mean that, things we find out as a group, can't necessarily be applied. (Ruth: Um-hmm) Presumably, conformity has some, common factors between, students living on campus, and scientists, performing their work. (Ruth: Um-hmm) So, I don't think that's a problem. Uh, not living on campus might be, but, but I'm willing to do whatever the leader assigns me.

(Long pause)

Betty: Well, we don't seem to be getting anywhere. I want Sharon to appoint a leader so she can make the decisions we need so that we can get started on this project.

Alice: Yeah, I really believe that - that we should have a leader make the decisions.

Sue: Yeah, that's what I'd like too. Let's stop wasting a lot of time arguing about what we're going to do. (laughs)

Joan: Yeah, I agree.

Appendix C

Script II

(Condition II)

Transcript of Group Studying Conformity
First Meeting

Sharon (Teaching Assistant: O.K., I guess a good place to start would be just to review for everybody the purpose of the group. As you probably recall from class, you're just given the job of working out some sort of group project in social psychology, and it's really a very general, very vague thing. And it was deliberately done like that to provide you a lot of room to really pursue your own interests, and work something out as a group; and do whatever you would like. So there's absolutely no stipulations in terms of, of what kind of project can be done. It's really a very general thing, except that the whole group is supposed to end up at the end of the semester with a project. My role, as I see it, is one of being an advisor to you. But it's your group and you decide what your gonna study and how your gonna study it. It's your project. And I'm sort of here, uh, to be called upon when you need me. How a leader is, uh, selected for this group, and the role she plays is, uh, up to you. I don't know what you want to do to get started. Uh. Possibly you would -- you might want some sort of introduction or something. Um, you know, so that you would know a little bit about each other so you could start to talk to one another and, uh, it might help in communicating and working on the project and stuff. So I'd sort throw that out as a suggestion which you can - you can take or not take; and uh, it's your group. So, whatever you'd like to do to - to begin, go ahead (laughs)

Alice: I'm Alice Hunter, I'm a senior Psych major.

(Pause)

Ruth: We just go around and introduce ourselves? O.K., Ruth Quintal, I'm an art major, junior.

Kathy: I'm Kathy Smith, I'm a sophomore, and I don't know my major yet, probably psychology.

Betty: I won't say, my last name, 'cause it's too hard -- Betty. I'm a junior Soc major.

Sue: I'm Suzanne Simmons. I'm a sophomore Soc major.

Joan: I'm Joan Hietnen and I'm in El. Ed., sophomore.

Linda: I'm Linda Trincia, uh, I might be in psychology, I'm a junior.

Donna: Donna Casey, I'm a philosophy major, (pause) Well, I'd like us to keep it going and indicate why, we're interested in conformity; why we chose conformity as a topic.

Ruth: You want to start (laughter)

Donna: Yeah, uh, one of the, important, uh, topics, in philosophy of science is the degree to which scientists conform to what's expected of them. Uh. And there some curious things emerge. For example, there are indications that what scientists perceive, uh, not what they understand, but what they actually perceive, essentially, is dependent on what they expect to perceive; and that this is, evident in the literature. Uh, for example, when a prediction is made, the example is often given of the discovery of Uranus, that, in the observations previous to the prediction of the existence of such a planet, uh, there's no indication that anyone ever saw it. There's no reason why they didn't see it. But there were, instruments available, and it should've been perfectly obvious. But, once the prediction was made that it should be there, suddenly everyone started seeing it, and I'm interested in seeing how this sort of thing could possibly work, both as regards the person and as regards the scientific community. So, that's my initial interest in conformity.

(Pause)

Alice: Uh, I pass. (laughter)

Sue: I think I have to say that, my main reason for being in this group is I was more interested in conformity than in anything else that was up on the board. (laughter) That's about the only thing I could say. (laughter)

Linda: I chose something else and got put in conformity. (laughter)

(Pause)

Sharon (T.A.): Don't look to me. (laughter) If you want to speak, go ahead.

Betty: O.K. Well, the reason why I chose conformity was because, I'm interested in why people - people my age, students, uh, dorm residents, fall into certain stereotypes, uh, like a typical fraternity guy, a typical sportsman, a typical sorority girl. Because I see a lot of this going on with the friends I know -- the kids I know. They just fall into certain types of people, and you can almost predict what kind of conversations they're gonna have, and, their attitudes towards certain things. I'm just interested in seeing what makes a person fall into a certain kind of, category.

(Long Pause)

Sharon (T.A.): All right, so we have the topic of conformity. (laughter) Now what? You don't - you don't have to stay with that as a topic. Maybe I should've mentioned that. Uh, just because people expressed an interest in that doesn't mean, you know, that you have to take the topic of conformity. As I said, it's the group's project and, if you want to do a project on anything, you can do a project on it.

Joan: That means we have to cut down...

Sharon (T.A.): Pardon?

Joan: We have to, specify - to get more specific, in the, uh, conformity line, because how can we do a project, you know we can't just, say, everybody go out and read on conformity and come back and try to share ideas. We're gonna have to somehow, organize it so that we all get one small part of it. But, I don't know enough - enough about it. That's why I'd like the person who knows the most about it, uh, to help us, and then, well, and then we can all decide.

Betty: Um, couldn't each of us make a list of the things that we are interested in, in regards to conformity, and to what level we want to study with it -- the students, faculty, doesn't have to be limited to the university, could be anything else. And if Sharon would appoint a leader by next week to, ah, coordinate our work, well then she could decide. You know, we could mention our ideas and then the appointed leader could just limit it down to one thing, that we can start studying.

Ruth: Mmm, I disagree with part of that! My feelings are that we should all have an equal say in making the decision, in deciding on what to work on. I think we should make decisions by a democratic process.

Kathy: Yeah, I agree. I want to have a say in what's decided.

Ruth: Listing ideas is fine, but now what do we do for 40 more minutes?

Linda: Split.
(Laughter)

Ruth: We all go home and make a list? (laughter)

Donna: Well, I think someone, uh like a leader, should decide. It would slow the group down if we kept talking about it, uh, until all of us agreed. It would be better if an appointed leader just decided.
(Pause)

Sharon (T.A.): What was your suggestion again?

Betty: Well, it'll have to be narrowed down to one thing. We're gonna do it on conformity, I mean there's so many aspects of it.

Linda: What about- what about, something like deviations from conformity, when it's O.K. to deviate from the norm? And like it's not O.K. to drink, but like on New Year's Eve, it's O.K.; you know according to our society, or something like that. Like, um, er, something about sex, like honeymoons, its stuff like that. Deviations from the norm. (laughter)

Joan: But what kind of deviations?

Linda: Well, uh, hard to say. Ah, never mind. That's kind of ...

Joan: I know what you're thinking. We'll just let it go.

Linda: But you know what I mean. (laughs)

Betty: Well it could be anything, I mean, we could work with any kind of deviations.

Linda: I'd like to do something about that. When it's O.K. to deviate from the norm; instead of everybody conforms.

Donna: But we have to understand conformity before, we, study deviations.

Joan: Why do people conform?

Donna: In oth- in other words, we have to understand something about conformity, before we can understand anything about deviation. (pause) At least a little bit, we don't have to be exhausting.

Linda: Yeah.

(Long pause)

Sharon (T.A.): What're we going to do about, uh, Betty's suggestion of making a list? Uh, maybe we can get more ideas now, er, or make some sort of use of the time so that you don't lose a whole week in working on the project.

Ruth: Yes, let's do that, (laughter) and then we can all vote on one of the suggestions next week.

(Pause)

Betty: Well, like I said before, I want a leader to decide the topic for the group. Uh, my idea for a topic was conformity on the student level.

Linda: Yeah, I'd like to do something like that too. Maybe we can see if, uh, if the group wants to vote on that.

Donna: I wouldn't. I'd like to have a leader make the decisions and then coordinate our work on the project.

(Pause)

Ruth: I was wondering, Betty; would you be interested in going out and, talking to people, questionnaires, or something?

Betty: Talking to people, (pause) uh, yes! (pause) I mean, there's a great pressure in any - in any group, and especially in college. I mean this is the thing I'm closest to, so that I can't really say that about anything else, but, you know, of girls who go out and buy certain kinds of clothing; certain brands; to be seen with certain types of people; to get that fraternity guy; to make sure you go to all the- the parties you can; to drink the Bud, you know, just the socially accepted beer on campus, I think. Things like that.

Donna: Don't you like fraternities?

- Betty: Oh I love fraternities. (Donna: Uh-huh.) I mean, you know; but I think this is especially true of freshmen, who come to college, with all these ideas that you gotta get, uh, into the open houses with the fraternities and go to see all the football games. Eventually you get pinned, or something like that. (pause) That's just an idea. There's a lot of other things that - that fall into that category.
- (Pause)
- Ruth: Do you live on the east side of campus or on the west side? (laughs) It's really different over there. (laughs)
- Betty: Well this is just what I've seen, through my eyes. And, you know, maybe I'm being narrow-minded to the kind of people there are on campus; this is just, what I see. No, I'm from the east side. (laughs)
- Ruth: No, I don't see that, because very few of my friends want to get pinned, you know, very few go to fraternity parties.
- Betty: Well, my closest friends, I mean, don't have that many, I have a lot of acquaintances, but friends, it's different, I think they sort of feel like I do, that it's, you know, we just don't place that great a value on - on certain things, and a lot of kids do. I don't know, what other - what other kinds of activities could you cite?
- Sue: Well, different people place, values on different things, like, I know lots of my friends wouldn't be caught dead with a fraternity guy, and wouldn't -- and didn't -- haven't gone to a football game for three years, and stuff like that. But, (Betty: Well, maybe.) you know, it's just different people.
- Betty: For a project, or through some kind of interview, survey, or, questionnaire, we could find out what are the things that college kids do. You know, conform to, or things they want to conform to.
- Ruth: Maybe the things we - we think they are conforming to don't really hold for the majority of people. (Betty: Well...) That could be...
- Betty: We could find out. See, like - like I said, I'm just seeing from my own viewpoint, and might not necessarily be yours or somebody else's, but, I'm just interested in finding out, if that's really true or I'm just blind to it.

- Joan: Mmm, seems like, um, you're taking the college population of students too much at large, and a -- you just can't say that they're all conforming to that. I think conformity is more within small groups.
- Betty: I'm limited myself to...
- Joan: Right, to your experiences. But like she just said, her friends are, uh, different, so I think the conformity is -- no offense or anything -- the conformity is within smaller groups, and you're conforming to, you know, like maybe your friends, a lot of them wouldn't go out with a fraternity man. Well in that sense, they're conforming within their group, but not, you know, the population at large. So, I just don't think you can say the campus population; you're going to have to break it down a lot more, into smaller, groups.
- Betty: I've just got an idea. Do you think that there is a difference between the types of people that live in different areas, of campus; 'cause you asked me if I lived in the east or the west, and I was just wondering, do you think that's true? Like, (Joan: Well...) kids on north campus, in the older dorms, or the kids at West.
- Joan: Well, West is becoming, almost completely hippie; and I'm sure by my senior year I'll move out, because it just really creates, an undesirable environment. I mean, you can't even sit in the lounge with your pinmate, because there's so many in there; and they're so loud, and this - you know, this whole, thing where they're just taking over, I mean it's just becoming known. Like Rodney F, the majority of them look more like girls than boys. Now I'm not, I'm not putting it down, I mean I have some nice hippie friends, you know, guys with hair longer than mine, and they're really nice guys, I mean, I really like them, but (laughs) when they get all together in the lounges, it's not as nice. Now I'm not saying that the lounges are nicer on the east side, and the straight, quote straight, people aren't as noisy and the whole bit, but it's just that it's really becoming overpopulated with one type of people. So, that's, you know, where I think there's a difference... Especially Dickinson, my girlfriend flunked out of there. And, I kept telling her to get out, because they're almost all freshman, and you have to have combinations of the different classes, otherwise,

you just can't study, and she didn't. So, I think there's a difference, in where you live, or the dorms, you know, these different dorms.

Ruth: If we go into this area, I'm just trying to remember about Donna. You don't live on campus.

Linda: I was just going to say that. She's interested in scientists.

Ruth: Yeah. Will you be able to understand, (laughs) you know, not living here, and - and just...

Donna: I - I know - I-I don't see why I couldn't. Uh, because I'm interested in conformity in science doesn't mean that, things we find out as a group, can't necessarily be applied. (Ruth: Um-hmm) Presumably, conformity has some, common factors between, students living on campus, and scientists performing their work, (Ruth: Um-hmm) So, I don't think that's a problem. Uh, not living on campus might be, but I'm willing to do whatever the leader assigns me.

(Long pause)

Betty: Well, we don't seem to be getting anywhere. I want Sharon to appoint a leader so she can make the decisions we need so that we can get started on this project.

Alice: I really believe that - that we should all decide as a group.

Sue: Yeah, that's what I'd like too. Let's stop wasting a lot of time arguing about what we're going to do (laugh)

Joan: Yeah, I agree.

Appendix D

Script III

(Condition III)

Transcript of Group Studying Conformity
First Meeting

Sharon (Teaching Assistant): O.K., I guess a good place to start would be just to review for everybody the purpose of the group. As you probably recall from class, you're just given the job of working out some sort of group project in social psychology, and it's really a very general, very vague thing. And it was deliberately done like that to provide you a lot of room to really pursue your own interests, and work something out as a group; and do whatever you would like. So there's absolutely no stipulations in terms of, of what kind of project can be done. It's really a very general thing, except that the whole group is supposed to end up at the end of the semester with a project. My role, as I see it, is one of being an advisor to you. But it's your group and you decide what your gonna study and how your gonna study it. It's your project. And I'm sort of here, uh, to be called upon when you need me. Oh, and, you're also supposed to discuss what types of tests you'd like on the class lectures. Ah, you know, whether you'd like to have essay or multiple choice tests. I don't know what you want to do to get started. Uh. Possibly you would -- you might want some sort of introduction or something. Um, you know, so that you would know a little bit about each other so you could start to talk to one another and, uh, it might help in communicating and working on the project and stuff. So I'd sorta throw that out as a suggestion which you can - you can take or not take; and uh, it's your group. So, whatever you'd like to do to - to begin, go ahead (laughs).

Alice: I'm Alice Hunter, I'm a senior Psych major.

(Pause)

Ruth: We just go around and introduce ourselves? O.K., Ruth Quintal, I'm an art major, junior.

Kathy: I'm Kathy Smith, I'm a sophomore, and I don't know my major yet, probably psychology.

Betty: I won't say, my last name, 'cause it's too hard -- Betty. I'm a junior Soc major.

Sue: I'm Suzanne Simmons. I'm a sophomore Soc major.

Joan: I'm Joan Hietnen and I'm in El. Ed., sophomore.

Linda: I'm Linda Trincia, uh, I might be in psychology, I'm a junior.

Donna: Donna Casey, I'm a philosophy major. (pause) Well, I'd like us to keep it going and indicate why, we're interested in conformity; why we chose conformity as a topic.

Ruth: You want to start? (laughter)

Donna: Yeah, uh, one of the, important, uh, topics, in philosophy of science is the degree to which scientists conform to what's expected of them. Uh. And there some curious things emerge. For example, there are indications that what scientists perceive, uh, not what they understand, but what they actually perceive, essentially, is dependent on what they expect to perceive; and that this is, evident in the literature. Uh, for example, when a prediction is made, the example is often given of the discovery of Uranus, that, in the observations previous to the prediction of the existence of such a plant, uh, there's no indication that anyone ever saw it. There's no reason why they didn't see it. But there were, instruments available, and it should've been perfectly obvious. But, once the prediction was made that it should be there, suddenly everyone started seeing it, and I'm interested in seeing how this sort of thing could possibly work, both as regards the person and as regards the scientific community. So, that's my initial interest in conformity.

(Pause)

Alice: Uh, I pass. (laughter)

Sue: I think I have to say that, my main reason for being in this group is I was more interested in conformity than in anything else that was up on the board. (laughter) That's about the only thing I could say. (laughter)

Linda: I chose something else and got put in conformity. (laughter)

(Pause)

Sharon (T.A.): Don't look to me. (laughter) If you want to speak, go ahead.

Betty: O.K. Well, the reason why I chose conformity was because, I'm interested in why people- people my age, students, uh, dorm residents, fall into certain stereotypes, uh, like a typical fraternity guy, a typical sportsman, a typical sorority girl. Because I see a lot of this going on with the friends I know -- the kids I know. They just fall into certain types of people, and you can almost predict what kind of conversations they're gonna have, and, their attitudes towards certain things. I'm just interested in seeing what makes a person fall into a certain kind of, category.

(Long Pause)

Sharon (T.A.): All right, so we have the topic of conformity. (laughter) Now what? You - you don't have to stay with that as a topic. Maybe I should've mentioned that. Uh, just because people expressed an interest in that doesn't mean, you know, that you have to, take the topic of conformity. As I said, it's the group's project and, if you want to do a project on anything, you can do a project on it.

Joan: That means we have to cut down...

Sharon (T.A.): Pardon?

Joan: We have to, specify - to get more specific, in the, uh, conformity line, because how can we do a project, you know we can't just, say, everybody go out and read on conformity and come back and try to share ideas. We're gonna have to somehow, organize it so that we all get one small part of it. But I don't even know what, you know, is encompassed in conformity. I don't know enough - enough about it. (pause) Uh, I was just wondering about, well, I'd like to have multiple choice tests for class. I think multiple choice is better than essay.

Betty: Um, couldn't each of us make a list of the things that we are interested in, in regards to conformity, and to what level we want to study with it -- the students, faculty, doesn't have to be limited to the university, could be anything else. Uh, in regards to the type of test I'd like to have, I think multiple choice tests are best. You know, they're objective. I mean, with essay tests, you can be right, but if, uh, if you don't use the same words as the book used, you don't always get as many points.

Ruth: Mmm, I disagree with part of that! My feelings are that essay tests are better. Multiple choice tests are often, uh, ambiguous, and picky. I think we should have essay tests. Listing ideas is fine, but now what do we do for 40 more minutes?

Linda: Split.
(Laughter)

Ruth: We all go home and make a list? (laughter)

Donna: Well, I think multiple choice tests are best. They're, easier to prepare for, because you don't have to memorize everything, you just have to be able to recognize the correct answer.

Kathy: Yeah, I agree. I'd prefer to have multiple choice tests.
(Pause)

Sharon (T.A.): What was your suggestion again?

Betty: Well, it'll have to be narrowed down to one thing. We're gonna do it on conformity, I mean there's so many aspects of it.

Linda: What about- what about, something like deviations from conformity, when it's O.K. to deviate from the norm? And like it's not O.K. to drink, but like on New Year's Eve, it's O.K.; you know, according to our society, or something like that. Like, um, er, something about sex, like honeymoons, its stuff like that. Deviations from the norm. (laughter)

Joan: But what kind of deviations?

Linda: Well, uh, hard to say. Ah, never mind. That's kind of ...

Joan: I know what you're thinking. We'll just let it go.

Linda: But you know what I mean. (laughs)

Betty: Well it could be anything, I mean, we could work with any kind of deviations.

Linda: I'd like to do something about that. When it's O.K. to deviate from the norm; instead of everybody conforms.

- Donna: But we have to understand conformity before, we, study deviations.
- Joan: Why do people conform?
- Donna: In oth- in other words, we have to understand something about conformity, before we can understand anything about deviation. (pause) At least a little bit, we don't have to be exhausting.
- Linda: Yeah.
- (Long pause)
- Sharon (T.A.): What're we going to do about, uh, Betty's suggestion of making a list? Uh, maybe we can get more ideas now, er, or make some sort of use of the time so that you don't lose a whole week in working on the project.
- Ruth: Yes, let's do that, (laughter) and then we can talk about having essay tests next week.
- (Pause)
- Betty: Well, like I said before, I want multiple choice tests. Uh, my idea for a topic was conformity on the student level.
- Linda: Yeah, I'd like to do something like that, too. And, I'd like to have multiple choice questions on the tests.
- Donna: Yes, so would I. If you miss one essay question, you lose a lot more points than if you miss one multiple choice question.
- (Pause)
- Ruth: I was wondering, Betty; would you be interested in going out and, talking to people, questionnaires, or something.
- Betty: Talking to people, (pause) uh, yes! (pause) I mean, there's a great pressure in any - in any group, and especially in college. I mean this is the thing I'm closest to, so that I can't really say that about anything else, but, you know, of girls who go out and buy certain kinds of clothing; certain brands; to be seen with certain types of people; to get that fraternity guy; to make sure you to go all the- the parties you can; to drink the Bud, you know, just socially accepted beer on campus, I think. Things like that.

Donna: Don't you like fraternities?

Betty: Oh, I love fraternities. (Donna: uh-huh.) I mean, you know; but I think this is especially true of freshmen, who come to college, with all these ideas that you gotta get, uh, into the open houses with the fraternities and go to see all the football games. Eventually you get pinned, or something like that. (pause) That's just an idea. There's a lot of other things that - that fall into that category.

(Pause)

Ruth: Do you live on the east side of campus or on the west side? (laughs) It's really different over there. (laughs)

Betty: Well this is just what I've seen, through my eyes. And, you know, maybe I'm being narrow-minded to the kind of people there are on campus; this is just, what I see. No, I'm from the east side. (laughs)

Ruth: No, I don't see that, because very few of my friends want to get pinned, you know; very few go to fraternity parties.

Betty: Well, my closest friends, I mean, don't have that many, I have a lot of acquaintances, but friends, it's, you know, we just don't place that great a value on - on certain things, and a lot of kids do. I don't know, what other - what other kinds of activities could you cite?

Sue: Well, different people place, values on different things, like, I know lots of my friends wouldn't be caught dead with a fraternity guy, and wouldn't -- and didn't -- haven't gone to a football game for three years, and stuff like that. But, (Betty: Well, maybe.) you know, it's just different people.

Betty: We could find out. See, like - like I said, I'm just seeing from my own viewpoint, and might not necessarily be yours or somebody else's, but, I'm just interested in finding out, if that's really true or I'm just blind to it.

(Pause)

Joan: Mmm, seems like, um, you're taking the college population of students too much at large, and a -- you just can't say that they're all conforming to that. I think conformity is more within small groups.

Betty: I'm limited myself to...

Joan: Right, to your experiences. But like she just said, her friends are, uh, different, so I think the conformity is -- no offense or anything -- the conformity is within smaller groups, and you're conforming to, you know, like maybe your friends, a lot of them wouldn't go out with a fraternity man. Well in that sense, they're conforming within their group, but not, you know, the population at large. So, I just don't think you can say the campus population; you're going to have to break it down a lot more, into smaller, groups.

Betty: I've just got an idea. Do you think that there is a difference between the types of people that live in different areas, of campus; 'cause you asked me if I lived in the east or the west, and I was just wondering, do you think that's true? Like, (Joan: Well...) kids on north campus, in the older dorms, or the kids at West.

Joan: Well, West is becoming, almost completely hippie; and I'm sure by my senior year I'll move out, because it just really creates, an undesirable environment. I mean, you can't even sit in the lounge with your pinmate, because there's so many in there; and they're so loud, and this - you know, this whole, thing where they're just taking over, I mean it's just becoming known. Like Rodney F, the majority of them look more like girls than boys. Now I'm not, I'm not, putting it down, I mean I have some nice hippie friends, you know, guys with hair longer than mine, and they're really nice guys, I mean, I really like them, but (laughs) when they get all together in the lounges, it's not as nice. Now I'm not saying that the lounges are nicer on the east side, and the straight, quote straight, people aren't as noisy and the whole bit, but it's just that it's really becoming overpopulated with one type of people. So, that's, you know, where I think there's a difference... Especially Dickinson, my girlfriend flunked out of there. And, I kept telling her to get out, because they're almost all freshman, and you have to have combinations of the different classes, otherwise, you just can't study, and she didn't. So, I think there's a difference, in where you live, or the dorms, you know, these different dorms.

Ruth: If we go into this area, I'm just trying to remember about Donna. You don't live on campus.

Linda: I was just going to say that. She's interested in scientists.

Ruth: Yeah. Will you be able to understand, (laughs) you know, not living here, and - and just...

Donna: I - I know - I-I don't see why I couldn't. Uh, because I'm interested in conformity in science doesn't mean that, things we find out as a group, can't necessarily be applied. (Ruth: Um-hmmm) Presumably, conformity has some, common factors between, students living on campus, and scientists, performing their work. (Ruth: Um-hmm) So, I don't think that's a problem. Uh, not living on campus might be. In regards to what type of test I'd prefer, I still feel that multiple choice tests are best.

(Long pause)

Betty: Well, we don't seem to be getting anywhere. I think we should have multiple choice tests and that we should get started on this project.

Alice: I really believe that - that multiple choice tests would be best.

Sue: Yeah, that's what I'd like too. Let's stop wasting a lot of time arguing about what we're going to do. (laugh)

Joan: Yeah, I agree.

Appendix E

Script IV

(Condition IV)

Transcript of Group Studying Conformity
First Meeting

Sharon (Teaching Assistant): O.K., I guess a good place to start would be just to review for everybody the purpose of the group. As you probably recall from class, you're just given the job of working out some sort of group project in social psychology, and it's really a very general, very vague thing. And it was deliberately done like that to provide you a lot of room to really pursue your own interests, and work something out as a group; and do whatever you would like. So there's absolutely no stipulations in terms of, of what kind of project can be done. It's really a very general thing, except that the whole group is supposed to end up at the end of the semester with a project. My role, as I see it, is one of being an advisor to you. But it's your group and you decide what your gonna study and how your gonna study it. It's your project. And I'm sort of here, uh, to be called upon when you need me. Oh, and, you're also supposed to discuss what type of tests you'd like on the class lectures. Ah, you know, whether you'd like to have essay or multiple choice tests. I don't know what you want to do to get started. Uh, Possibly you would -- you might want some sort of introduction or something. Um, you know, so that you would know a little bit about each other so you could start to talk to one another, and, uh, it might help in communicating and working on the project and stuff. So I'd sorta throw that out as a suggestion which you can - you can take or not take; and uh, it's your group. So, whatever you'd like to do to - to begin, go ahead (laughs).

Alice: I'm Alice Hunter, I'm a senior Psych major.
(Pause)

Ruth: We just go around and introduce ourselves? O.K.,
Ruth Quintal, I'm an art major, junior.

Kathy: I'm Kathy Smith, I'm a sophomore, and I don't know
my major yet, probably psychology.

Betty: I won't say, my last name, 'cause it's too hard --
Betty. I'm a junior Soc major.

Sue: I'm Suzanne Simmons. I'm a sophomore Soc major.

Joan: I'm Joan Heitnen, and I'm in El. Ed., sophomore.

Linda: I'm Linda Trincia, uh, I might be in psychology, I'm a junior.

Donna: Donna Casey; I'm a philosophy major. (pause) Well, I'd like us to keep it going and indicate why, we're interested in conformity; why we chose conformity as a topic.

Ruth: You want to start? (laughter)

Donna: Yeah, uh, one of the, important, uh, topics, in philosophy of science is the degree to which scientists conform to what's expected of them. Uh. And there some curious things emerge. For example, there are indications that what scientists perceive, uh, not what they understand, but what they actually perceive, essentially, is dependent on what they expect to perceive; and that this is, evident in the literature. Uh, for example, when a prediction is made, the example is often given of the discovery of Uranus, that, in the observations previous to the prediction of the existence of such a planet, uh, there's no indication that anyone ever saw it. There's no reason why they didn't see it. But there were, instruments available, and it should've been perfectly obvious. But, once the prediction was made that it should be there, suddenly everyone started seeing it, and I'm interested in seeing how this sort of thing could possibly work, both as regards the person and as regards the scientific community. So, that's my initial interest in conformity.

(Pause)

Alice: Uh, I pass. (laughter)

Sue: I think I have to say that, my main reason for being in this group is I was more interested in conformity than in anything else that was up on the board. (laughter) That's about the only thing I could say. (laughter)

Linda: I chose something else and got put in conformity. (laughter)

(Pause)

Sharon (T.A.): Don't look to me. (laughter) If you want to speak, go ahead.

Betty: O.K. Well, the reason why I chose conformity was because, I'm interested in why people - people my age, students, uh, dorm residents, fall into certain stereotypes, uh, like a typical fraternity guy, a typical sportsman, a typical sorority girl. Because I see a lot of this going on with the friends I know -- the kids I know. They just fall into certain types of people, and you can almost predict what kind of conversation they're gonna have, and, their attitudes towards certain things. I'm just interested in seeing what makes a person fall into a certain kind of, category.

(Long Pause)

Sharon (T.A.): All right, so we have the topic of conformity. (laughter) Now what? You don't - you don't have to stay with that as a topic. Maybe I should've mentioned that. Uh, just because people expressed an interest in that doesn't mean, you know, that you have to, take the topic of conformity. As I said, it's the group's project and, if you want to do a project on anything, you can do a project on it.

Joan: That means we have to cut down...

Sharon (T.A.): Pardon?

Joan: We have to specify - to get more specific, in the, uh, conformity line, because how can we do a project, you know we can't just, say, everybody go out and read on conformity and come back and try to share ideas. We're gonna have to somehow, organize it so that we all get one small part of it. But I don't even know what, you know, is encompassed in conformity. I don't know enough - enough about it. (pause) Uh, I was just wondering about, well, I'd like to have essay tests for class. I think essay is better than multiple choice.

Betty: Um, couldn't each of us make a list of the things that we are interested in, in regards to conformity, and to what level we want to study with it -- the students, faculty, doesn't have to be limited to the university, could be anything else. Uh, in regards to the type of test I'd like to have, I think multiple choice tests are best. You know, they're objective. I mean, with essay tests, you can be right, but if, uh, if you don't use the same words as the book used, you don't always get as many points.

Ruth: Mmm, I disagree with part of that! My feelings are that essay tests are better. Multiple choice tests are often, uh, ambiguous, and picky. I think we should have essay tests.

Kathy: Yeah, I agree. I'd prefer to have essay tests.

Ruth: Listing ideas is fine, but now what do we do for 40 more minutes?

Linda: Split.
(Laughter)

Ruth: We all go home and make a list? (laughter)

Donna: Well, I think multiple choice tests are best. They're easier to prepare for, because you don't have to memorize everything, you just have to be able to recognize the correct answer.
(Pause)

Sharon (T.A.): What was your suggestion again?

Betty: Well, it'll have to be narrowed down to one thing. We're gonna do it on conformity, I mean there's so many aspects of it.

Linda: What about- what about, something like deviations from conformity, when it's O.K. to deviate from the norm? And like it's not O.K. to drink but like on New Year's Eve, it's O.K.; you know, according to our society, or something like that. Like, um, er, something about sex, like honeymoons, its stuff like that. Deviations from the norm. (laughter)

Joan: But what kind of deviations?

Linda: Well, uh, hard to say. Ah, never mind. That's kind of ...

Joan: I know what you're thinking. We'll just let it go.

Linda: But you know what I mean. (laughs)

Betty: Well it could be anything, I mean, we could work with any kind of deviations.

Linda: I'd like to do something about that. When it's O.K. to deviate from the norm; instead of everybody conforms.

- Donna: But we have to understand conformity before, we, study deviations.
- Joan: Why do people conform?
- Donna: In oth- in other words, we have to understand something about conformity, before we can understand anything about deviation. (pause) At least a little bit, we don't have to be exhausting.
- Linda: Yeah.
- (Long pause)
- Sharon (T.A.): What're we going to do about, uh, Betty's suggestion of making a list? Uh, maybe we can get more ideas now, er, or make some sort of use of the time we that you don't lose a whole week in working on the project.
- Ruth: Yes, let's do that, (laughter) and then we can talk about having essay tests next week.
- (Pause)
- Betty: Well, like I said before, I want multiple choice tests. Uh, my idea for a topic was conformity on the student level.
- Linda: Yeah, I'd like to do something like that, too. But, I'd like to have essay questions on the tests.
- Donna: I wouldn't. If you miss one essay question, you lose a lot more points than if you miss one multiple choice question.
- (Pause)
- Ruth: I was wondering, Betty; would you be interested in going out and, talking to people, questionnaires, or something?
- Betty: Talking to people, (pause) uh, yes! (pause) I mean, there's a great pressure in any - in any group, and especially in college. I mean this is the thing I'm closest to, so that I can't really say that about anything else, but, you know, of girls who go out and buy certain kinds of clothing; certain brands; to be seen with certain types of people; to get that fraternity guy; to make sure you go to all the parties you can; to drink the Bud, you know, just the socially accepted beer on campus, I think. Things like that.

Donna: Don't you like fraternities?

Betty: Oh, I love fraternities. (Donna: Uh-huh.) I mean, you know, but I think this is especially true of freshmen, who come to college, with all these ideas that you gotta get, uh, into the open houses with the fraternities and go to see all the football games. Eventually you get pinned, or something like that. (pause) That's just an idea. There's a lot of other things that - that fall into that category.

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Ruth: Do you live on the east side of campus or on the west side? (laughs) It's really different over there. (laughs)

Betty: Well this is just what I've seen, through my eyes. And, you know, maybe I'm being narrow-minded to the kind of people there are on campus; this is just, what I see. No, I'm from the east side. (laughs)

Ruth: No, I don't see that, because very few of my friends want to get pinned, you know; very few go to fraternity parties.

Betty: Well, my closest friends, I mean, don't have that many, I have a lot of acquaintances, but friends, it's different, I think they sort of feel like I do, that it's, you know, we just don't place that great a value on - on certain things, and a lot of kids do. I don't know, what other - what other kinds of activities could you cite?

Sue: Well, different people place, values on different things, like, I know lots of my friends wouldn't be caught dead with a fraternity guy, and wouldn't -- and didn't -- haven't gone to a football game for three years, and stuff like that. But, (Betty: Well, maybe.) you know, it's just different people.

Betty: For a project, or through some kind of interview, survey, or, questionnaire, we could find out what are the things that college kids do. You know, conform to, or things they want to conform to.

Ruth: Maybe the things we - we think they are conformity to don't really hold for the majority of people. (Betty: Well...) That could be...

Betty: We could find out. See, like - like I said, I'm just seeing from my own viewpoint, and might not necessarily be yours or somebody else's, but, I'm just interested in finding out, if that's really true or I'm just blind to it.

(Pause)

Joan: Mmm, seems like, um, you're taking the college population of students too much at large, and a -- you just can't say that they're all conforming to that. I think conformity is more within small groups.

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Betty: I've just got an idea. Do you think that there is a difference between the types of people that live in different areas, of campus; 'cause you asked me if I lived in the east or the west, and I was just wondering, do you think that's true? Like, (Joan: Well...) kids on north campus, in the older dorms, or the kids at West.

Joan: Well, West is becoming, almost completely hippie; and I'm sure by my senior year I'll move out, because it just really creates, an undesirable environment. I mean, you can't even sit in the lounge with your pinmate, because there's so many in there; and they're so loud, and this - you know, this whole, thing where they're just taking over, I mean it's just becoming known. Like Rodney F, the majority of them look more like girls than boys. Now I'm not, I'm not, putting it down, I mean I have some nice hippie friends, you know, guys with hair longer than mine, and they're really nice guys, I mean, I really like them, but (laughs) when they get all together in the lounges, it's not as nice. Now I'm not saying that the lounges are nicer on the east side, and the straight, quote straight, people aren't as noisy and the whole bit, but it's just that it's really becoming

overpopulated with one type of people. So, that's, you know, where I think there's a difference... Especially Dickinson, my girlfriend flunked out of there. And, I kept telling her to get out, because they're almost all freshman, and you have to have combinations of the different classes, otherwise, you just can't study, and she didn't. So, I think there's a difference, in where you live, or the dorms, you know, these different dorms.

Ruth: If we go into this area, I'm just trying to remember about Donna. You don't live on campus.

Linda: I was just going to say that. She interested in scientists.

Ruth: Yeah. Will you be able to understand, (laughs) you know, not living here, and - and just...

Donna: I - I know - I-I don't see why I couldn't. Uh, because I'm interested in conformity in science doesn't mean that, things we find out as a group, can't necessarily be applied. (Ruth: Um-hmm) Presumably, conformity has some, common factors between, students living on campus, and scientists, performing their work, (Ruth: Um-hmm) So, I don't think that's a problem. Uh, not living on campus might be. In regards to what type of test I'd prefer, I still feel that multiple choice tests are best.

(Long pause)

Betty: Well, we don't seem to be getting anywhere. I think we should have multiple choice tests and that we should get started on this project.

Alice: I really believe that - that essay tests would be best.

Sue: Yeah, that's what I'd like too. Let's stop wasting a lot of time arguing about what we're going to do. (laugh)

Joan: Yeah, I agree.

Appendix F

Perception Questionnaire

Part I

PERCEPTION QUESTIONNAIRE

Name: _____

Part I

DIRECTIONS: Circle the name of the group member you think each of the following group members would vote for IF THEY WERE TO VOTE FOR A LEADER to coordinate the group's efforts on the project. If you have any doubt about who each person would vote for, please review the script so that you make an accurate judgment for each person. If you have any questions about these instructions, raise your hand and the experimenter will assist you.

The group members are listed below in the order in which they spoke and sat around the table, beginning at the teaching assistant's right-hand side. The teaching assistant is not to be considered in your judgment.

1. Alice would vote for:

(Alice Ruth Kathy Betty Sue Joan Linda Donna)

2. Ruth would vote for:

(Alice Ruth Kathy Betty Sue Joan Linda Donna)

3. Kathy would vote for:

(Alice Ruth Kathy Betty Sue Joan Linda Donna)

4. Betty would vote for:

(Alice Ruth Kathy Betty Sue Joan Linda Donna)

5. Sue would vote for:

(Alice Ruth Kathy Betty Sue Joan Linda Donna)

6. Joan would vote for:

(Alice Ruth Kathy Betty Sue Joan Linda Donna)

7. Linda would vote for:

(Alice Ruth Kathy Betty Sue Joan Linda Donna)

8. Donna would vote for:

(Alice Ruth Kathy Betty Sue Joan Linda Donna)

After you have answered all of the above questions, raise your hand and wait for an experimenter to assist you. Thank you.

Appendix G

Perception Questionnaire

Parts II & III

(Conditions I & II only)

PERCEPTION QUESTIONNAIRE

Name: _____

Part II

DIRECTIONS: Circle the letter which represents the decision-making style you think each group member would PREFER THAT THE GROUP OFFICIALLY ADOPT. If you have any doubt about the decision-making style preferred by each group member, please review the script so that you make an accurate judgment for each person. If you have any questions about these instructions, raise your hand and the experimenter will assist you.

The styles are as follows:

- A. The leader makes decisions herself but may occasionally consult other group members.
- B. All group members (including the leader) have an equal voice (and one vote) in making all decisions. In the case of a tie, the issue is discussed further until a majority is formed.

- 1. Alice would prefer: A B
- 2. Ruth would prefer: A B
- 3. Kathy would prefer: A B
- 4. Betty would prefer: A B
- 5. Sue would prefer: A B
- 6. Joan would prefer: A B
- 7. Linda would prefer: A B
- 8. Donna would prefer: A B

PERCEPTION QUESTIONNAIRE

Part III

DIRECTIONS: Circle the letter which represents the decision-making style you think the following group members would EXERCISE IF SELECTED AS THE LEADER FOR THE GROUP. If you have any doubt about the decision-making style each group member (listed below) would exercise, please review the script so that you make an accurate judgment for each person. The styles are the same as listed in the previous section; they are repeated below for your convenience. If you have any questions about these instructions, raise your hand and the experimenter will assist you.

The styles are as follows:

- A. The leader makes decisions herself but may occasionally consult other group members.
- B. All group members (including the leader) have an equal voice (and one vote) in making all decisions. In the case of a tie, the issue is discussed further until a majority is formed.

- 1. Ruth would exercise: A B
- 2. Betty would exercise: A B
- 3. Donna would exercise: A B

If you are interested in an explanation of the purpose of this study and its results, please write your summer address on the back of this page. I will mail you a summary toward the end of the summer. Thank you very much for your participation.

David Morris

Appendix H

Perception Questionnaire

Part II

(Conditions III & IV only)

PERCEPTION QUESTIONNAIRE

Part II

Name: _____

DIRECTIONS: Circle the letter which represents the POSITION ON CLASS TESTS you think each group member would PREFER. If you have any doubt about which type of test each group member would prefer, please review the script so that you make an accurate judgment for each person. If you have any questions about these instructions, raise your hand and the experimenter will assist you.

The types are as follows:

A. Preferred multiple choice tests over essay tests.

B. Preferred essay tests over multiple choice tests.

- | | | |
|-----------|---|---|
| 1. Alice | A | B |
| 2. Ruth: | A | B |
| 3. Kathy: | A | B |
| 4. Betty: | A | B |
| 5. Sue: | A | B |
| 6. Joan: | A | B |
| 7. Linda: | A | B |
| 8. Donna: | A | B |

If you are interested in an explanation of the purpose of this study and its results, please write your summer address on the back of this page. I will mail you a summary toward the end of the summer.. Thank you very much for your participation.

David Morris